CARROLL UNIVERSITY
COLLEGE OF HEALTH SCIENCES
PHYSICIAN ASSISTANT PROGRAM

PHA 628: ELECTIVE
AY 2017 - 2018

Course Number: PHA 628
Course Title: Elective Supervised Clinical Practice
Number of Credits: 6 Credit Hours
Day/Time: FT – 6 weeks
Prerequisites: Successful Completion of Year 1 PA Curriculum and All Prior Clinical Rotations
Faculty:

Course Coordinator:
Nicole Papermaster, PA-C
Office: Charles House 205
Office Hours: by appt.
Telephone: 262-524-7401
Email: npaperma@carrollu.edu

Course Description:
The student will select an elective clinical rotation approved and arranged by the Clinical Coordinator. If desired, the student may also include a two week cultural immersion, approved by the Program and Carroll University, as part of their six week elective experience.

Course Content:
This rotation is designed to provide in-depth exposure to the diseases, illnesses and injuries common to the chosen elective. The student will work under the supervision of a Program determined physician or other qualified health care provider and will be exposed to the principles and practices of the elective rotation. The student will actively engage in applying the medical knowledge and clinical skills gained during the didactic year, along with continuing to develop clinical reasoning through evidence based approaches to the evaluation and management of acute, chronic and emergent problems encountered in the elective setting. Students will also address health promotion, disease prevention, patient education and counseling in their patient encounters as appropriate to the rotation.

The student should prioritize gaining knowledge and experience in the efficient and effective evaluation, treatment and management including referral of common diseases and conditions encountered in their chosen elective.

Elective Rotation Course Goals:
1. Provide the student with the opportunity and access to a diverse population of patients and a variety of diseases and injuries commonly encountered in their elective rotation.
2. Support ongoing development and mastery of the student's ability and skill in obtaining a patient centered medical history, conducting a physical examination, recommending diagnostic studies and discussing and recommending treatment plans with the guidance of a preceptor.
3. Provide supervised patient care based opportunities which foster the development of the student's ability to recommend, select and interpret (where applicable) appropriate diagnostic methods in the evaluation of a patient as well as for disease prevention.
4. Provide clinical based opportunities to continue to develop the student's ability to generate differential diagnoses and determine a primary diagnosis.
5. Provide supervised patient care based opportunities which foster the development of the student's
ability to recommend and/or implement appropriate treatment plans for each patient encounter, including pharmacologic and non-pharmacologic therapies, patient education and counseling as well as recognize situations where referral to other healthcare providers is necessary and to identify the appropriate referral resource.

6. Provide patient care based opportunities which foster the development of the student's ability to generate documentation of patient encounters including written, oral and computer-based medical records for the documentation and transmission of patient-centered information to other members of the healthcare team.

7. Provide opportunities for continued development of the student’s ability to effectively and efficiently communicate with diverse patient populations of patients as well as with others professionals in the healthcare environment.

8. Provide opportunities for continued development of the skills needed to research, interpret and evaluate medical literature in relationship to medical decision making and patient care.

9. Expose and provide opportunities to foster inter-professional understanding and collaboration.

10. Expose students to the specific needs and challenges of the medically underserved.

**Elective Rotation Cultural Immersion Course Goals**: 

1. Strive to learn the economic, psychological, social, environmental and cultural influences upon health and illness within a specific cultural setting.

2. Demonstrate patient care that is compassionate, appropriate and effective for the promotion of health and the prevention and treatment of disease while remaining aware and respectful of the socio-cultural setting and resources available.

3. Research how culture and beliefs influence the decision making in patient care.

4. Demonstrate effective understanding, information exchange and teamwork when working with other healthcare professionals.

5. Demonstrate willingness to self-assess and learn, despite limitations and barriers such as resources, language and cultural differences.

**Elective Rotation Learning Outcomes:**

At the end of this six week experience students will be able to:

1. Demonstrate, recognize and accurately assess common medical and behavioral diseases, illness and injuries through the application and integration of core medical knowledge (etiology, risk factors, pathophysiology, prevalence, clinical presentation, diagnostic evaluation and interpretation) and the use of evidence based decision making toward the diagnosis, management and treatment of patients encountered in their elective rotation.

2. Demonstrate, recognize and/or provide health promotion and disease prevention guidance as well as patient education and counseling.

3. Employ and demonstrate competent and ethical medical record documentation, including coding.

4. Perform concise, articulate and effective oral case presentations.

5. Demonstrate, recognize and engage in effective on-going (continuity) patient care in an empathetic fashion that demonstrates awareness and sensitivity to patient diversity and to the medically underserved.

6. Recognize, apply and demonstrate effective communication skills and on-going self-reflection.

7. Perform common office based procedures.

8. Demonstrate and recognize inter-professional understanding and collaboration.

9. Effectively and professionally navigate the role and responsibilities as a physician assistant (within the confines of the student role) practicing in the elective.

10. Work efficiently within the time constraints of their elective.
**Elective Rotation Cultural Immersion Learning Outcomes**

At the end of this six week experience students will be able to:

1. Be familiar with the epidemiology of common illnesses within a defined population as well as treatment and prevention of those illnesses within the socio-cultural environment of that population.
2. Demonstrate an awareness of the larger context of health care and the ability to call on system resources and other health care professionals to provide optimal care when necessary.
3. Advocate for quality health care for patients dealing with complex health care systems.
4. Develop effective listening, questioning, non-verbal and writing skills to communicate with patients, families and other health care providers, seeking assistance when necessary.
5. Be able to self-reflect, articulate and demonstrate how this experience may change how they approach a culturally diverse patient population in the future.

**Assessment:**

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>% of Final Grade</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Clinical Rotation – Student Evaluation from preceptor</td>
<td>40%</td>
<td>1 wk after end of rotation</td>
</tr>
<tr>
<td>Elective Rotation Presentation</td>
<td>40%</td>
<td>EOR day</td>
</tr>
<tr>
<td>Case Write-up</td>
<td>10%</td>
<td>EOR day</td>
</tr>
<tr>
<td>Typhon logging</td>
<td>5%</td>
<td>EOR day</td>
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<tr>
<td>Cultural reflection paper or cultural immersion discussion</td>
<td>5%</td>
<td>EOR Day</td>
</tr>
</tbody>
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**Letter Conversion Scale**

- A: 100-93
- AB: 92.99-90
- B: 89.99-83
- BC: 82.99-80
- C: 79.99-70
- D: 69.99-60
- F: 59.99 and below

**Readings & Resources:**

1. *A Comprehensive Review for the Certification and Recertification Examinations for Physician Assistants*
2. *CURRENT Medical Diagnosis and Treatment, Most Recent Edition*
3. Didactic lectures and textbooks

Preceptors may require and assign additional readings during the course of the rotation.

**University Policy Statements**
Statement on Academic Integrity – The Carroll University Academic Integrity Policy is located in your student handbook. Students are encouraged to familiarize themselves with it. If a student violates this policy in any way, the instructor(s) reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask your instructor.

Accommodation for Disabilities – Any requests for accommodation must be made through the Walter Young Disability Services Coordinator at Carroll University. Appropriate accommodations will be made once notification has been received from the Walter Young coordinator.

Modifications to the syllabus: The instructor and the University reserves the rights to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program require(s).

Student Responsibilities (Refer to Clinical Education Manual)

Attendance
Consistent attendance and punctuality are expected of all students during enrollment in the program. Part of the socialization in the PA program is learning the values necessary to be a competent Physician Assistant. One of these is a sense of responsibility and obligation to commitments. Students make a commitment to patient care for clinical assignments, both to the patients and to the other members of the health care team. Students should not be late to a clinical site or rounds. Please see the Clinical Manual for details of the program’s attendance policy.

Preceptor Evaluations
Each student will be given Preceptor Evaluation of Student Performance forms. The End of Rotation Preceptor Evaluation form is to be given to each preceptor at the beginning of the last week of the clinical rotation. It is the student’s responsibility to collect the completed forms and deliver them to the Clinical Coordinator within one week of completion of the rotation. For rotations longer than 4 weeks, a two week evaluation is required. A grade for that rotation will not be assigned until all required forms are submitted and may result in an “Incomplete” for the rotation.

Site Evaluation Forms
Each student is required to complete evaluations of each of their rotation sites at week two and at the end of each rotation. Students will provide their opinion on both positive areas and on areas needing improvement of the clinical site and experience. Preceptor and clinical site evaluations are reviewed by the Clinical Coordinator. Any issues or problems are identified, documented and discussed with the preceptor and the student for resolution or improvement. Site evaluations are due on the EOR days for each rotation.

Patient Profile/Clinical Procedure Logs
Students will be required to maintain a patient log in Typhon which gives the program an opportunity to further evaluate the clinical experience. The patient log will show the numbers and types of patients being seen, diagnosis, and level of participation. Students must log at least three patient entries per day. This information assists in providing information to remain in compliance with the Accreditation Review...
Commission on Education for the Physician Assistant, Inc. (ARC-PA). It will also help document graduate competencies as well as assist students in building a personal portfolio if desired.

Students are also required to document all required procedures and skills.

**Elective Rotation Case Presentation:**
This is a grand rounds type of presentation; you will select a specific patient and topic and present to the class a 20 minute presentation on the presenting symptoms, work-up, differential diagnosis and treatment of the patient. Also include pertinent review of anatomy, physiology and pathophysiology. This should be a PowerPoint presentation with handouts for faculty and classmates. The grade for the Elective Presentation will take the place of the EOR exam grade for this rotation. There is no EOR exam for Elective rotations. If a student fails to achieve a passing grade of 70% on the presentation, they must repeat the assignment for the Clinical Coordinator with the proper corrections, and will be given a grade of 70% on the assignment. The presentation is graded as follows:

**Communication Skills (20 points):**
Point assignment is based on good communication skills, ability to engage the audience, confidence and eye contact. PowerPoint slides must be clear, logical and appropriate to the case. Graphs, tables must be appropriate and not too busy. Background graphic design must not distract from the presentation. A handout for the Clinical Coordinator is mandatory. Handouts for the class are optional.

**Case Presentation (40 points):**
The medical case must be presented in a SOAP format to include a brief HPI, pertinent physical exam findings, pertinent labs, imaging studies and other diagnostic studies, a brief differential diagnosis, assessment and treatment plan. Inclusion of actual patient imaging is encouraged though all identifiers must be removed. Two points will be deducted for missing minor points. Five points will be deducted for missing sections.

**Discussion of the Disease Process and Pathophysiology (40 points):**
The discussion must include epidemiology, typical presenting signs and symptoms, pertinent imaging and diagnostics, treatment and prognosis. Two points will be deducted for missing minor points. Five points will be deducted for missing sections.

**Case Write Up**
The clinical write-up is a complete H&P (SOAP format) which includes an assessment and plan from a case study for each rotation. A case discussion should also be completed along with documentation of references. If a student fails to achieve a passing grade of 70% on the case write up, they will be required to re-write the assignment and be given a grade of 70% on the assignment. The clinical write ups must be submitted to the Clinical Coordinator on the EOR day or one letter grade will be deducted. See Appendix in the Clinical Manual for grading details.

**Cultural Reflection Paper**
The student will write a personal reflection paper on one culturally diverse patient issue they have observed or encountered during the clinical rotation including, but not limited to, the cultural skills learned in year one of the practicum. One paper is due at each EOR time. Over the course of the clinical year, the student will have completed 6 cultural reflection papers. See Appendix in the Clinical Manual for grading details.

**Cultural Immersion Discussion:**
(Only applies to students participating in cultural immersions)
Students returning from cultural immersion experiences will be required to lead an informal discussion with the rest of the class regarding their experience. The discussion should include a brief description of the
logistics of their trip. Students should also briefly comment on cultural influences on medical care and self-awareness and recognition of personal limitations and cultural sensitivity. They should include at least one memorable experience that enhanced their cultural awareness. The discussion should not exceed fifteen minutes in length and does not require Power point slides or handouts. The purpose of the assignment is to enhance cultural awareness through lively discussion and is not graded.

**Rotation Specific Objectives**

**I. Medical Knowledge (Cognitive)**

Acquisition of these objectives represents the foundation of core knowledge and cognitive ability needed to fulfill the clinical role of a physician assistant in an elective setting where appropriate to the elective.

1. Recognize and/or differentiate the anatomy, epidemiology, physiology, pathophysiology, and prognosis associated with medical diseases and conditions commonly encountered in the elective.
2. Identify, recognize, assess and/or evaluate the genetic considerations (inheritance patterns, mutations, disorders, anomalies) in the etiology, treatment and prevention of common disease entities encountered in the elective.
3. Identify and differentiate normal from abnormal human anatomy and physiology as it relates illness and disease.
4. Identify, evaluate and/or select the prevalence, risk factors and clinical presentation (to include pertinent historical, physical examination) for the diagnosis of those diseases and conditions commonly encountered in the elective.
5. Identify, select and/or interpret diagnostic evaluation methods and/or their findings needed to confirm or rule out a diagnosis including consideration to the indications, contraindications, complications and cost-effectiveness of the diagnostic method.
6. Identify the indications, required preparation (where applicable), normative and abnormal findings, limitations and risks of commonly used diagnostics in the elective.
7. Identify the basic indications, procedures, normative and abnormal values, limitations for the following common diagnostic labs used in the practice of the elective.
8. Identify and/or devise a differential diagnoses based on history and physical examination findings for medical diseases and conditions encountered in the elective.
9. Identify, generate and/or select a primary diagnosis based on history, physical examination findings, and laboratory and imaging study findings for medical diseases and conditions encountered in the elective.
10. Identify and/or select treatment and management approaches (pharmacological and non-pharmacological) and/or potential complications of such treatments taking into consideration the indications, contraindications, complications and cost-effectiveness.
11. Identify and/or choose medications indicated for the treatment of diseases and conditions seen commonly encountered in the elective through patient assessment, evidence based decision making and with consideration to age and disease related physiologic changes that alter drug metabolism, indications, contraindications, side effects, complications, adherence issues and cost.
12. Identify, recognize and/or select the potential complications or sequela of diseases, and/or conditions commonly encountered in the elective.
13. Recognize and/or select the appropriate health promotion and disease prevention care practices and educational information according to age, including but not limited to immunizations, disease screening, and accident prevention.
14. Identify, recommend and utilize community resources for disease management, education and support.
15. Identify and discern the psychosocial factors which can increase the risk and/or affect illness and disease development, presentation and outcomes.
16. Identify, devise and/or select follow-up care (including diagnostic testing) needed for short-and long term management of medical diseases and conditions encountered in the elective population.
17. Assess and/or identify modifiable risk factors and lifestyle modifications for medical diseases and conditions encountered in the elective population.
18. Recognize and/or choose educational information and/or counseling content and techniques in the communication of diagnosis, treatment plan and prognosis to patients which facilitates and enhances understanding and compassion, including between patients and their families.

19. Identify and/or select the special needs and considerations warranted in effective, efficient and compassionate patient care for underserved populations.

20. Identify, differentiate and/or select effective and professional communication approaches and techniques which foster a respectful position for patients from diverse cultures, religions and lifestyles, for patients and between patients and their families.

21. Identify and/or recognize the impact that health, illness and disease have on patients and their families.

22. Recognize and/or select the indications for hospitalization for medical diseases and conditions encountered in the elective.

II. Clinical Skills (Psychomotor)

These objectives provide guidance for what skills and procedures students should be doing while on site. The program acknowledges that not all sites perform the laboratory and medical procedures listed, however students should volunteer and/or request to participate in those tasks which are available with preceptor permission and/or supervision. Upon completion of this rotation students should be able to:

1. Obtain a complete and/or focused accurate history emphasizing those areas specific to the patient encounter and incorporating effective, professional and caring, culturally appropriate communication techniques for patients.

2. Perform complete and/or focused integrated and systematic physical examination with specific emphasis on pertinent system(s) as related to the patient encounter in the elective and demonstrating correct examination technique to include draping, patient positioning and patient privacy.

3. Perform concise, articulate and effective oral case presentations.

4. Determine and/or recommend laboratory and radiographic diagnostic studies needed to confirm and/or rule out diagnoses for the problem(s) encountered in the elective including consideration to the indications, contraindications, complications and cost-effectiveness of the diagnostic method.

5. Determine and/or recommend appropriate health maintenance screening.

6. Conduct periodic well person examinations.

7. Perform/assist with laboratory and medical procedures as appropriate.

8. Review and/or interpret normal and abnormal results of laboratory and radiographic diagnostic studies as related to the problem(s) encountered in an elective.

9. Formulate, present and/or discuss a problem list from the patient encounter.

10. Formulate, present and/or discuss differential diagnoses based on history, physical examination findings, and laboratory and imaging studies.

11. Formulate, present and/or discuss a primary diagnosis based on clinical presentations and diagnostic findings.

12. Formulate, discuss and/or recommend a treatment plan (including pharmacological and non-pharmacological approaches, and evidence based principles) including referral (where warranted) and with an emphasis on patient centered care.

13. Develop, discuss and/or recommend a therapeutic plan for risk factor reduction and disease management in accordance with existing standards of practice and evidence based medicine for diseases and conditions encountered in an elective.

14. Provide patient education and counseling to patient and family regarding the health problem(s), the need for diagnostic studies, recommended treatment plans, prognosis and community resources as appropriate, in a context that is appropriate to the patient’s culture.

15. Monitor a patient's progress through continuous physical examination, data collection and analysis.


17. Demonstrate an ability to communicate and relate to patients and their families in an empathetic, culturally sensitive manner.
III. Professional Behaviors and Skills (Affective)

These objectives define the behavioral and attitudinal conduct, responsibilities and expectations of the physician assistant student. At all times throughout the rotation, the student must adhere to the following:

1. Demonstrate professional responsibility by arriving on time, being prepared, completing all assigned tasks and remaining until the end of the scheduled time or until released by preceptor.
2. Always perform duties under the supervision and direction of the Program determined licensed healthcare professional or his or her designee(s).
3. Treat all patients, faculty, university and site staff, preceptors, faculty, health care workers and fellow students with dignity and respect.
4. Conduct themselves in a professional courteous manner and with the highest ethical standards expected of a health care professional and consistent with the role and responsibilities of a physician assistant.
5. Use effective, open and genuine communication in all encounters.
6. Comply with all PA program, Carroll University and clinical site policies and procedures, HIPAA regulations regarding patient confidentiality and OSHA regulations regarding safety.
7. Use accurate and honest reporting, documentation and transmittal of information in professional interactions with all members of the healthcare team.
8. Be supportive and show sensitivity regarding the emotional, cultural and socioeconomic aspects of the patient, his/her illness and their families.
9. Recognize personal and professional limitations and seek help from others when appropriate.
10. Comply with the ethical and legal principles and concepts as they relate to the AAPA Guidelines for Ethical Conduct for the Physician Assistant Profession.
11. Be open to receiving, considering, and appropriately acting upon constructive criticism.
13. Display motivation and engagement in lifelong learning through ongoing self-reflection, active engagement and participation in learning, both directed and self-initiated as well as on and off site during each rotation.

Reference:
*Adapted from: Nirali vora, et al. A Student-initiated and Student-facilitated International Health Elective for Preclinical Medical Students. Medical Education On-Line (2010)